

THE
NEW
ENGLISH
BOOKS

A GRADUATED COURSE
OF
ENGLISH COMPOSITION
IN FIVE BOOKS
FOR PRIMARY AND
SECONDARY SCHOOLS

By W. J. GLOVER
Editor of
"The Children's Cameos
of Poetry & Prose"

BOOK II.

London

GEORGE PHILIP & SON, LTD

32 Fleet Street, E.C. 4

LIVERPOOL : PHILIP, SON & NEPHEW, LTD.
20 CHURCH STREET.



3 1761 09620874 9

160265
28/3/21

FOREWORD

The New English Books have been written to meet the need in our schools for a collection of literary gems from the **standard writers**, on which the teaching of English composition may be based as on a **sure foundation**.

The whole scheme is **Concentric** in plan ; the main points are taken up again and again, each time in greater detail and with fresh illustrations.

Extracts in any number are given of such striking yet simple beauty that the **child's imagination and style are bound to be affected**.

* * * * *

"An essential to success is the study of suitable models. Not only must the child be led to describe for himself ; **he must also learn how those who have been most successful in description have set to work. He must therefore study passages from the works of great writers carefully chosen for the purpose.** These passages, however, should not be presented to the child until he has made his own attempt to do what has been successfully accomplished by others, and has thus realised his own limitations and deficiencies."—*B. of E. Circ.* 808.

"For a man to write well, there are required three necessities : to read the best authors, observe the best speakers, and much exercise of his own style,"—*Ben Jonson*.

"One of the greatest difficulties that I have encountered is the lack of words to express ideas."—*Rich. Jefferies*.

"Whenever I read a book or passage that particularly pleased me, in which a thing was said or an effect rendered with propriety, in which there was either some conspicuous force or some happy distinction in the style, I must sit down at once and set myself to ape that quality. . . . That, like it or not, is the way to learn to write ; whether I have profited or not, **that is the way.**"—*R. L. Stevenson*.

"It is absolutely essential that he who would learn to write with ease, precision and force, should study the masters of the English tongue. **There is simply no other way.** Ideas, vocabulary, choice of phrase, device of metaphor and simile, the whole equipment of the workman, these may be acquired by reading, and reading alone."—*L. Cope-Cornford*.

* * * * *

The **Exercises and Models** on which the instruction in these books is based consist of :—

Descriptive Composition, exercises dealing with common sights and experiences (*B. of E. Cir.* 808, par. 50).

Reproductive Composition, from Fairy Tales and Fables to Historical and other studies (par. 48).

Narrative Composition, dealing largely with personal incidents in daily life (par. 53).

Inventive Composition, being exercises based on the child's experience or imagination, or on both (par. 51).

Letter Writing, from simple friendly letters to the business type (pars. 26 and 51).

Descriptive Models and Exercises form a prominent feature throughout the books.

For Contents see page 3 of cover.

THE NEW ENGLISH BOOK

BOOK II

LESSON 1

THE GROWTH OF THE SENTENCE

STAGE I

SUBJECT.	PREDICATE.
1. A tree	grew under the window.
2. A large tree	” ” ” ”
3. A large tree with great leaves and sweet white flowers	” ” ” ”
4. A large tree with great leaves and sweet white flowers almost as big as Tom's head	” ” ” ” —Kingsley.

We have added the *describing word* (**Adjective**) “large” to “tree,” to show more clearly what kind of tree was growing there.

The **Phrase** *with great leaves and sweet white flowers* helps us to see the tree more distinctly, while the addition of another phrase *almost as big as Tom's head* completes the picture.

Note, then, that the Subject has been enlarged by

- i. An Adjective.
- ii. Adjective Phrases.

Exercises

i. Point out the phrases below which do the work of Adjectives :

1. "Molly Bawn, as white as lawn,
As sweet as sugar candy,
In silken frock and silken sock
To-day you're quite a dandy."
—A. P. Graves.
2. "Sleeping daisies, deep and warm,
Cannot hear the winter storm."
3. "Sleeping buds within the bough
Dream of spring and cuckoo now."
4. "A birdie with a yellow bill
Hopped upon the window sill."
5. "Three little girls, with fluttering curls
Flit to and fro together."

ii. Add Adjectives and Phrases to the nouns in the following sentences to form *enlargements of the Subject* ;

The snow fell. The river ran. The lightning flashed. The thunder rolled. The lion roared. The soldiers fought. The ship sailed.

STAGE II

SUBJECT.	PREDICATE.
1. The house	stood.
2. The house	stood alone.
3. The house	stood alone in the country, close by the roadside.
4. The house	stood alone in the country, close by the roadside, for many years.

—*Andersen.*

The **Adverb** "alone" is placed with the verb to show *how* the house stood, and we have thus extended the statement made by the verb.

By adding a phrase "in the country," we have extended the statement still more, we know now *where* the house stood. "In the country," then, is an **Adverbial Phrase of Place**, and "close by the roadside" is another.

"For many years" is an **Adverbial Phrase of Time**. By studying your reading books you

will find that *time* and *place* are more often shown by phrases than by single words.

Note, then, that the predicate has been extended by—

i. An adverb.

ii. Adverbial phrases.

Exercises

i. Point out and name the adverbs and adverbial phrases in the following sentences :

1. We buried him darkly at dead of night.
2. We steadfastly gazed on the face of the dead.
3. Slowly and sadly we laid him down.
4. We left him alone in his glory.
5. Under the spreading chestnut tree
The village smithy stands.
6. In the dark blue sky you keep
And often through my curtains peep.
7. By fairy hands their knell is rung.
8. On a little mound, Napoleon
Stood on our storming-day.
9. Three fishers went sailing away to the west.
10. Under the snow-white coverlet, upon the snow-white pillow, lay a most beautiful little girl.

ii. Add Adverbs and Adverbial Phrases to the following sentences, to form *Extensions of the Predicate* :

THE GROWTH OF THE SENTENCE 5

Note.—By adding words to the Verb we can show

1. **How** a thing is done.
2. **When** a thing is done.
3. **Where** a thing is done.
4. **Why** a thing is done.

The wind roared.

The road winds.

The stream flows.

The soldiers fought.

A baby was sleeping.

The rain fell.

The horse galloped.

The lark sings.

The swallow flew.

The ship sailed.

STAGE III

SUBJECT.

PREDICATE.

- | | |
|--|---|
| 1. The fountain | rose. |
| 2. The great fountain | rose. |
| 3. The great fountain | rose out of a low cave of rock. |
| 4. The great fountain, quelling and bubbling, and gurgling | rose out of a low cave of rock at the foot of a limestone crag. |
| 5. The great fountain, a real North country limestone fountain, quelling, and bubbling, and gurgling | rose out of a low cave of rock at the foot of a limestone crag. |

6. The great fountain, rose out of a low cave of
 a real North coun- rock at the foot of a
 try limestone foun- limestone crag.
 tain, like one of
 those in Sicily or
 Greece, quelling,
 and bubbling, and
 gurling

—*Kingsley.*

Study the above carefully and note the use of—

- i. Adjectives and Adjective Phrases to enlarge the subject, and
- ii. Adverbial Phrases to extend the Predicate.

In this way Kingsley painted for us a complete picture of the fountain and the place where it rose.

SIMPLE SENTENCES.

CRITICISM.

At sea the water is blue. It is very clear, and it is very deep.

This picture is not interesting.

The colour and clearness and depth are not compared with anything striking.

This is how Andersen painted the picture :

“Far out at sea the water is as blue as the bluest cornflower, and as clear as the clearest crystal, but it is very deep, too deep for any

THE GROWTH OF THE SENTENCE 7

cable to fathom. If many steeples were piled on the top of one another they would not reach from the bed of the sea to the surface of the water.”

Exercise.—Describe any lake, or stretch of river you know well.

SIMPLE SENTENCE.

HINTS FOR ENLARGEMENT.

I once had a doll. Describe your doll fully, particularly her cheeks, her eyes, her hair.

Then read Kingsley's "The Lost Doll" from *Water-Babies*, chap. v.

Exercise.—Suppose you have seen a dog or cat or pigeon you would like to have, write a full description of it.

SIMPLE SENTENCE.

HINTS FOR ENLARGEMENT.

The dragon-fly sat in the sun. Describe the dragon-fly fully; paint its colours, the markings on its body, its wings, its great eyes and its head.

Kingsley's enlargement is given in Book III, page 4.

Exercise.—Make a pen-picture of a butterfly, or robin, or swallow, or kingfisher, or swan, or parrot.

SIMPLE SENTENCES.

The ship dashed over the angry sea. The waves rose higher. The ship groaned in the storm. The main-mast snapped. Soon she heeled over and sank.

HINTS FOR ENLARGEMENT.

Close your eyes and try to picture the scene. Describe the ship and her movements — rolling, rocking, plunging. Say something about the height of the waves and the snapping of the mast. Describe the end.

Andersen's account is given in Book III, page 97. Study it after you have written yours, then try to improve your account.

Exercise.—Describe a storm on land, noting the roar of the wind, the lashing of the rain, and the rocking and falling of the trees.

After you have made your attempt, study the paragraph by Dickens on page 11, that by Kingsley on pages 22-23, and that by Andersen on page 80; then make any improvements you can in your sketch, or re-write it.

LESSON 2

FROM A SENTENCE TO A PARAGRAPH

They came up with a poor Irishwoman.

Subject.	Predicate.
They	came up with a poor Irishwoman.

Read this description from Kingsley's *Water-Babies* :

"They came up with a poor Irishwoman, trudging along with a bundle at her back. She had a grey shawl over her head, and wore a crimson petticoat ; so you may be sure she came from Galway. She had neither shoes nor stockings, and limped along as if she were tired and footsore ; but she was a tall handsome woman, with bright grey eyes, and heavy black hair hanging about her cheeks."

The statement in the sentence has been **enlarged** by more fully describing the Irishwoman. How ?

1. By *Adjectives* : tall, handsome woman ; bright grey eyes ; heavy black hair.
2. By a *Phrase* : trudging along with a bundle at her back.

3. By short *sentences*: She had a grey shawl over her head; she had neither shoes nor stockings; she limped as if she were tired.

Exercise

Sentence.	Hints for Paragraph.
i. Once upon a time there was a little chimney-sweep, and his name was Tom.	Make a paragraph from this by giving a full description of Tom and his life as a chimney-sweep. (A description is given in Book III, page 17.)
ii. There sat by the fireplace a nice old woman.	Describe the fireplace, the woman, her appearance, dress and occupation. (Typical description in <i>Water-Babies</i> , chap. ii.)
iii. Such a pleasant cottage it was within.	Describe the living-room of a "pleasant" cottage and its contents. Use "having" and "with" perhaps. (Typical description in <i>Water-Babies</i> , chap. ii.)
iv. About four-and-twenty boys sat at their tasks.	Describe the varied occupation of such a class. You may use "some," "others," "a few," "the remainder." (Description is given in Book III, page 68.)

LESSON 3

AGREEMENT IN NUMBER

PART II

A WILD NIGHT AT SEA

“Darker grows the night, and louder howl the winds, and more clamorous and fierce become the million voices of the sea—when the wild cry goes forth upon the storm—‘A ship!’

“Onward she comes, in gallant combat with the elements, her tall masts trembling, and her timbers starting on the strain; onward she comes, now high upon the curling billows; now low down in the hollows of the sea, as hiding for the moment from its fury; and every storm-voice in the air and water cries more loudly yet, ‘A ship!’”—*Dickens*.

A Study in Agreement:

SINGULAR NUMBER.

The night grows
The wind howls
The voice becomes
The cry goes
She comes
Every voice cries

PLURAL NUMBER.

Nights grow.
Winds howl.
Voices become.
Cries go.
They come.
All voices cry.

Rules

i. The verb is singular when the subject is singular; the verb is plural when the subject is plural.

ii. The singular verbs, "grows," "howls," etc., become plural by dropping the "S"; when the noun puts on an "S" to become plural the verb drops it; when the verb puts on an "S" to become singular, the noun drops it.

Study the first sentence in the Dickens extract above and find four examples of these rules. Find other examples in the remainder of the extract.

Exercise

Study the "form" of paragraph ii. above, and then describe a train coming into a station; or, A motor-car approaching along a winding road;

or, A train approaching on a long railway track (smoke, bridges, tunnels, curves).

or, Describe yourself walking, driving or cycling against a strong wind.

LESSON 4

A FIRST STUDY IN PARTICIPLES

(More of *ear* than of *rule*, yet.)

"Five hundred years had passed. In the course of that time, although they *had been* the

cause of terrible fighting, they *had done* much to improve the condition of the Britons. They had made great military roads; they had built forts; they *had taught* them how to dress. . . . It is but little more that *is known* of those 500 years, but some remains *are still found*. Fragments of plates from which they ate, of goblets from which they drank, and of pavements on which they trod are discovered among the earth that *is broken* by the plough.”—*Dickens*.

Study :

- | | |
|--|---------------------------------------|
| i. The Romans <i>built</i> forts. | i. The Romans <i>did</i> much. |
| ii. The Romans <i>had built</i> forts. | ii. The Romans <i>had done</i> much. |
| i. We <i>found</i> some remains. | i. The plough <i>broke</i> the earth. |
| ii. Some remains <i>were found</i> . | ii. The earth <i>is broken</i> . |

In the above we note that some verbs have a *special form* to be used with the *helping verbs*, “am,” “is,” “are,” “was,” “were”; “has,” “have,” “had”; while others have not a special form. You will learn later the names of these forms and of the helping verbs, but I wish you to use some of the more common of them correctly now.

Exercises

i. Complete these sentences :

The waves break . . . The waves broke . . .
. . . are broken by the waves.

The boys do their work . . . Boys did their
work was done . . .

Horses eat hay . . . Horses ate hay . . .
. . . is eaten by . . .

Hail falls heavily . . . Hail fell heavily . . .
. . . has fallen . . .

Swallows fly swiftly . . . The swallows flew
. have flown . . .

The sailor is brave . . . The sailor was
brave has been . . .

The men ring . . . The men rang . . .
. . . were rung . . .

The boy knows his father . . . The boy
knew his father is known by . . .

Happy folks sing . . . The happy folks
sang are sung by . . .

ii. Make sentences using the following verbs
and participles as predicates :

broke, are breaking, has broken, have
broken, have been breaking.

eat, is eaten, were eating, will be eaten, ate.

fall, am falling, has fallen, was falling, fell.

fly, are flying, have flown, have been flying,
flew.

ring, were rung, is ringing, has been rung,
rang.

know, is known, am known, will be known,
knew.

sing, were sung, has been sung, will be sung,
sang.

iii. Insert the correct form of the verb in the spaces :

Fly, see.—The swallows had . . . away long
before any snow was . . .

Know, drink.—It is . . . that the Romans
. . . the water at Bath.

Ring.—They . . . the old bell which had
not been . . . for years.

Sing, fall.—The birds have . . . till they
have . . . asleep.

Know, eat.—He . . . a horse that had . . .
bean stalks.

REVISION OF NUMBER

Fill in the blanks below with *was* or *were*.

Five boys . . . skating on the pond. There
. . . one drowned. There . . .
crowds watching on the bank. There
. . . many skating. The cry of the
boys . . . pitiful. No one . . . able
to save him. On one side there . . .
trees. One . . . an oak, others . . .
elms. The snow . . . a foot deep.

Many men . . . at work clearing it.
The wind . . . keen. The sky . . .
grey, clouds . . . gathering.

Fill in the blanks below with *has* or *have*.

There . . . been an accident. Doctors . . .
come to the rescue. Nurses . . . been
sent for. . . . one come yet? Three
. . . The wounded . . . gone to the
hospital. One . . . died. There . . .
been many to enquire. Friends . . .
been separated. Many . . . escaped
unhurt. It . . . been a sad day for
some. One little child . . . lost its
mother. . . . any one seen her?

Fill in the blanks below with *is* or *are*.

There . . . a picnic to-morrow. How
many . . . coming? They . . . going
to the woods. . . . there any nuts?
. . . Ethel and Joan coming?
Neither . . . coming. Ethel . . . ill,
and Joan . . . nursing her; so both
. . . unable to come. Some . . . rid-
ing, others . . . walking, one . . . cyc-
ling. . . . you coming? . . . the
roads good for cycling? One of the
roads . . .

LESSON 5

SOME USES OF THE COMMA

Commas are used to separate :

1. The nouns in a list.
2. Adjectives or adjective phrases.
3. The actions in a series.

Examples

1. "The groom looked so neat and clean with his drab gaiters, drab jacket, snow-white tie, and clean ruddy face."—*Kingsley*.

2. "Scrooge was a squeezing, grasping, scraping, clutching, covetous old sinner."—*Dickens*.

3. "Did she fly at Tom, catch him by the scruff of the neck, hold him, howk him, hump him, hurry him, hit him, poke him, pull him, pinch him, pound him, put him in the corner, shake him, slap him, set him on a cold stone, and so forth ? Not a bit."—*Kingsley*.

A Comma is also used :

i. To separate words or phrases *in Apposition*, that is, words or phrases standing for the same person or thing, e.g.—"The King's brother, Robert of Normandy, seeming quite content to be only Duke of that country ; and the King's other brother, Fine-Scholar, being quiet enough with

his five thousand pounds ; the King flattered himself with the hope of an easy reign.”—*Dickens*.

ii. To separate a direct quotation from the rest of the sentence, e.g.—“The King replied, ‘I wish you had been somewhere else ; but I cannot refuse you.’”—*Dickens*.

iii. To mark off words that are used to break a quotation, e.g.—“Tell your general,” said he to the humble messengers, “that I require to have sent here, six of the most distinguished citizens, barelegged, with ropes about their necks, and let those six men bring with them the keys of the castle and the town.”—*Dickens*.

Exercise

Tell me about any work you have done in your garden :

Names of Tools.—Spade, fork, hoe, rake, trowel, roller, wheel-barrow.

More Nouns.—Rows, vegetables, potato, potatoes, peas, beans, cabbage, broccoli, cauliflower, carrot, soil, mould, manure, weeds, bonfire.

Some Verbs.—Dig, hoe, rake, till, level, break, plant, weed, trench, clear, clean, sow, reap.

LESSON 6

QUOTATIONS

Tom asked the water-babies where they had been.

They answered they had been there for days and days, and asked how it was Tom had not seen them.

Supposing you had been near enough to *hear* Tom and the water-babies talking, these would have been the **exact** words you would have heard :

“ Where have you been all this while ? ”

“ We have been here for days and days.

How was it you did not see us ? ”

The words used by a person in conversation are put within *inverted commas*, so :—“ ”.

Note the inverted commas in the following :

“ What are salmon ? ” asked Tom.

“ Fish, great fish, nice fish to eat.”

“ And where do they come from ? ” asked Tom.

“ Out of the sea, the great wide sea.”

Note. i. That the *exact words used* are placed within commas.

ii. That the question mark follows each question.

- iii. That every fresh quotation begins on a fresh line.

Exercises

Write these conversations in correct form :

i. Then the otter came by with all her brood. She spied Tom and said, Now is your time, eft, if you want to see the world. Come along children, down to the sea, down to the sea! Oh stay! wait for me! cried Tom, but they were gone. Everything is going to the sea, and I will go too, said Tom.

ii. Please which is the way to Shiny Wall said Tom. Let me see, really, my poor old brains are getting quite puzzled. You must ask some of these vulgar birds about, for I have quite forgotten. And the poor old Gairfowl began to cry tears of pure oil. But there came by a flock of petrels, and Tom called them to know the way to Shiny Wall. Shiny Wall? Do you want Shiny Wall? Then come with us, and we will show you.

Sometimes the exact words are divided into two parts, like this :

“Well, I can’t show it you myself,” the Mock Turtle said, “I’m too stiff. And the Gryphon never learnt it.”

“Hadn’t time,” said the Gryphon, “I went to the classical master, though. He was an old crab, *he* was,”

"I never went to him," the Mock Turtle said with a sigh, "he taught Laughing and Grief."

"So he did, so he did," said the Gryphon.

"And how many hours a day did you do lessons?" asked Alice.

"Ten hours the first day," answered the Mock Turtle, "nine the next, and so on."

"What a curious plan!" exclaimed Alice.

"*That's* the reason they're called *lessons*," the Gryphon remarked, "because they *lessen* from day to day!"

In the above conversation, notice carefully

1. The *divided* quotation.
2. The *inverted commas*, and where they are placed.
3. The different words used at the end of the quotations :—*said*, *remarked*, *asked*, *answered*, *exclaimed*.
4. That every new quotation begins on a fresh line.

Exercises

i. The old lady said water was bad for him, she would give him some milk.

Write the *exact* words the old lady used. Divide them into two parts, as above.

ii. She asked him where he came from. Tom said he came from Harthover.

Give the *exact* words used by both.

iii. Tom asked if it was Sunday. The old dame asked him why it should be, and he answered he thought so because he heard the church bells ringing.

Write the *exact* conversation that took place, use one *divided* quotation.

iv. Write a conversation between two boys describing a game of football.

v. Write a conversation between yourself and a friend, meeting for the first time after a holiday.

vi. Imagine a conversation between a cat and a dog, arguing which is the more useful.

LESSON 7

ORDER OF EVENTS

“Toward evening it grew suddenly dark, and Tom looked up and saw a blanket of black clouds lying right across the valley, resting on the crags right and left. There was not a whisper of wind nor a chirp of a bird to be heard; and next a few great drops of rain fell plop into the water. Then the thunder roared, and the lightning flashed, and leapt across the valley and back again, from cloud to cloud, and cliff to cliff, till the very rocks in the stream seemed

to shake. The rain came down by bucketsful, and the hail hammered like shot on the stream, and churned it into foam ; soon the stream rose, and rushed down, higher and higher, and fouler and fouler, full of beetles, and sticks, and straws, and worms, and leeches, and this, that, and the other, enough to fill nine museums."—
From *The Water-Babies* : C. KINGSLEY.

Study the choice of language shown in this paragraph :

i. The *music* of the words.

. . . saw a *blanket* of *black* clouds.

. . . not a *whisper* of wind nor a chirp of a bird . . .

Then the *thunder* roared,

. . . the *lightning* flashed and leapt.

. . . the very rocks in the stream seemed to shake.

. . . the *hail* hammered like shot on the stream.

ii. The clearness of the picture.

Which is better to say, "There was no sound," or "There was not a *whisper* of wind nor a *chirp* of a bird" ?

Which gives the clearer picture, "The stream was full of all kinds of things," or "The stream was full of *beetles*, and *sticks*, and *straws*, and

worms, and leeches”? By repeating “and” the writer makes you *think* of each separate thing.

ORDER OF EVENTS (STUDY)

The events are described in the order in which they took place :

Towards evening (time first), *suddenly* dark, made Tom look up, saw cloud, noted no wind nor bird, *next* drops of rain, *then* thunder, *till* rocks shook. Rain followed, *soon* stream rose, *until* full.

Note the **Connectives** used to add detail to detail; ease and variety are shown in their use, there is no dull repetition of “then” or “next.”

Exercises

i. Describe how you spent a certain Bank Holiday, or any other pleasant day. Some of these words and phrases may be useful. Be sparing of *next* and *then* :—At first, soon after, next, when this was done, as soon as, having done that I, when finished, after which, directly, this being over I, after this or that, at the close.

ii. Describe a snowstorm.

iii. Describe one of your usual Saturdays. Use words and phrases from i.

iv. Describe a drop of rain and its journey.

v. (*For Girls*) Describe how you dress your doll, or how you put your doll to bed.

vi. (*For Girls*) Describe fully the preparation, cooking, and serving of a potato.

vii. (*For Girls*) Describe in correct order the making of a bed.

viii. Describe your early morning programme

(a) The call, washing, dressing.

(b) The visit of milkman or postman.

(c) Breakfast.

(d) The walk to school.

ix. Describe a day spent as follows :

	Morning.	Afternoon	Evening.
Girl	At home or Shopping.	Walk with friend or with Girl Guides.	Party or Concert.
Boy	Making something or Gardening	Football or Cycle ride.	Reading or Games with friend.

x. Have you watched a postman delivering letters and parcels in a street ? Describe what happens at different doors ;—make it interesting.

xi. A pretty little story is told in the following verses. Write the story in your own way, keeping the events in their proper order.

THE SNOWDROPS.

“Where are the snowdrops?” said the sun.

“Dead,” said the frost,
Buried and lost—
Every one!”

“O foolish answer,” said the sun,

“They did not die;
Asleep they lie—
Every one!”

“And I will awake them—I, the sun—

Into the light,
All clad in white—
Every one!”

—*A. Matheson.*

xii. Answer the question asked in the following verse. Answer it as fully and as prettily as you can.

SNOWDROPS.

“Little ladies, white and green,
With your spears about you,
Will you tell me where you’ve been,
Since we lived without you?”

—*L. A. Tadema.*

- xiii. "Two little clouds, one summer's day
Went flying through the sky;
They went so fast they bumped their heads
And both began to cry."

What *form* did the *tears* take? Tell the whole story and what followed the accident as if you were: (a) One of the clouds; (b) One of a picnic party just underneath the clouds; (c) One of a cricket team.

LESSON 8

RELATIVE PRONOUNS

PART I

(Revise Lesson 20 in Book I.)

Study this:

(a) The cricket-ball struck the boy.

(b) The boy was batting.

or, The cricket-ball struck the boy who was batting.

Here *who* has two uses:

i. It stands for the noun "boy."

ii. It joins the two statements, making one sentence, one complete thought.

Examine the words *who was batting*. "Who" is a pronoun standing for the noun "boy," and the boy "was batting," so these words have a *subject* and *predicate*, and yet are not complete

in themselves, they cannot be used alone, they can only form part of a sentence. Such a form of words we call a **CLAUSE**.

In the clause *who was batting*, “who” makes you think of “boy,” refers you to “boy,” or we can say it “relates” to boy, that is “who” has a relation “boy” in the sentence, and is rightly called a **relative pronoun**, that is a pronoun with a “relative.”

Study this :

- i. The cricket-ball struck the boy who was batting. The ball was bowled swiftly.
- ii. The cricket-ball, which was bowled swiftly, struck the boy, who was batting, on the leg.

In the clause *which was bowled swiftly*, “which” stands for the noun “ball” (its relation), and also joins the two statements, and is *another relative pronoun*. Notice how closely together the relations stand, and when *you* use a relative pronoun always put it as close to its relation as you can.

Study this :

- i. The cricket-ball struck the boy, who was batting, on the leg. That leg had no guard.
- ii. The cricket-ball struck the boy, who was batting, on the leg that had no guard

In the clause *that had no guard*, “that” stands for the noun “leg,” and joins two statements. “That” is also a *relative pronoun*.

Study this :

- i. There sat by the fireplace which was filled with a pot of sweet herbs, the nicest old woman that ever was seen.

In the clause *that ever was seen* “that” is a relative pronoun standing for the noun “woman.”

- ii. There was a fairy who was so clever that she found out how to make butterflies. I don’t mean sham ones, but real butterflies that could fly.

In the clause *that could fly*, “that” stands for the noun “butterflies.” Kingsley could have said *which could fly*, making “which” stand for the noun “butterflies.”

Study well this summary :

- i. The Relative Pronoun
- *who* is used for names of *persons* only.
 - *which* is used for names of *animals* and *things*.
 - *that* is used for names of *persons*, *animals*, and *things*.

- ii. A Relative Pronoun should be placed as near as possible to the noun for which it stands.

Exercise

Complete these sentences by a short clause, using *who*, *which* or *that* :

(1) His mother was a very clever woman.

(2) His horse was famous for its speed.

(3) The castle was built by a baron.

(4) Cork grows in Spain.

(5) The dog took them over the moor step by step.

(6) The Britons' horses were splendidly trained.

(7) To the axles of the wheels were fitted scythes

(8) The Druids worshipped in groves of oak.

(9) Queen Elizabeth was loved by her people.

(10) Raleigh laid his cloak at her feet.

(11) Sir Philip Sydney gave the cup of water to a soldier

(12) King Alfred took refuge in a cottage

.

LESSON 9

RELATIVE PRONOUNS

PART II

The cricket-ball struck the boy on the leg.
The cricket-ball was bowled very swiftly.

These two sentences can be written as one, thus :


The cricket-ball, which was bowled very swiftly, struck the boy on the leg.

Examine the words *which was bowled very swiftly*. "Which" is a pronoun standing for the noun "ball," and the ball "was bowled," so these words have a *subject* and a *predicate* and yet are not complete in themselves, they cannot be used alone, they can only form part of a sentence. Such a form of words we have called a **clause**.

What is the use of this clause ?

We could say "The *swiftly-bowled* ball struck the boy," using the compound word "swiftly-bowled" as an adjective, describing ball ; but the clause "*which was bowled very swiftly*" does the same work, and is therefore called an **adjective clause**.

In Lesson i. you studied how subjects were enlarged by using *adjectives* and *phrases*. Study this :

Subject.	Predicate.
The cricket-ball  <i>which was bowled swiftly</i>	struck the boy on the leg.

Here the subject has been enlarged by the use of an **Adjective clause**. Examine this :



The ball struck the boy on the leg. The boy was batting.

or, The ball struck the boy, *who was batting*, on the leg.

or, the ball struck the *batting* boy on the leg.

Evidently *who was batting* is an **adjective clause** describing "boy."

Study this :

Subject.	Predicate.
The cricket-ball  <i>which was bowled swiftly</i>	struck the boy on the leg  <i>who was batting</i>

Note. Any noun or pronoun, whether in the subject or predicate, may have an **Adjective clause** attached to it, just as it may have an adjective or a phrase.

Exercise

Fill in the blanks with clauses, using *who*, *which*, or *that* :

1. Tom climbed the wall
2. By the roadside sat a weary man
3. Joan of Arc fought for the land
4. Queen Elizabeth rode a white charger
5. The guide led us to a castle
6. The river was overflowing the meadows
7. One night a fox crept into a poultry yard
8. The archer raised the bow
9. The arrow sped straight to the mark
10. The soldier slept in an empty barn
11. The ship was wrecked in the storm
12. Robinson Crusoe swam to the shore

SENTENCE BUILDING (*cont.*)

Simple Sentences.	Complex Sentence.
<p>This is the cow. It had a crumpled horn. It tossed the dog. The dog worried the cat.</p>	<p>This is the cow with the crumpled horn that tossed the dog which worried the cat.</p>

Exercises.

i.

This is the maiden.
She is all forlorn.
She milked the cow.
The cow had a crumpled horn.

ii.

This is the man.
He was all tattered and torn.
He kissed the maiden.
She was all forlorn.

iii.

This is the priest.
He was all shaven and shorn.
The priest married the man.
He was all tattered and torn.
The man kissed the maiden.
She milked the cow with the crumpled horn.

iv.

This is the cock.
It crowed in the morn.
The cock woke the priest.
He was all shaven and shorn.
The priest married the man.
He kissed the maiden all forlorn.

Change each of the four groups on page 34 into one sentence by the correct use of *that*, *who*, and *which*.

LESSON 10

A SECOND STUDY IN PARTICIPLES

“ Upon a day in August, the Red King came with a great train to hunt in the New Forest. They were a merry party, and had spent the night at Malwood-Keep, a hunting lodge in the Forest, where they had made good cheer, both at supper and breakfast, and had drunk a deal of wine.

“ The party dispersed in various directions, as the custom of hunters then was. The King took with him only Sir Walter Tyrrel, who was a famous sportsman, and to whom he had given, before they mounted horse that morning, two fine arrows.

“ The last time the King was ever seen alive, he was riding with Sir Walter Tyrrel, and their dogs were hunting together.

“ It was almost night, when a poor charcoal-burner, passing through the forest with his cart, came upon the solitary body of a dead man shot with an arrow in the breast, and still bleeding. He got it into his cart. It was the body of the King. Shaken and tumbled, with its red

beard all whitened with lime and clotted with blood, it was driven in the cart by the charcoal-burner next day to Winchester Cathedral, where it was received and buried.”—*Dickens*.

On page 13 you studied some verbs that had special forms to use with the helping verbs, *am is, was, were*; and *has, have, had*.

Note in the above extract :—*had drunk, had given, was seen, was driven*.

Study this useful list :

drink, drank, (had) drunk.

give, gave (had) given.

see, saw, (was) seen.

drive, drove, (was) driven.

swim, swam, (was) swum.

ride, rode, (have) ridden.

write, wrote, (has) written.

sink, sank, (is) sunk.

begin, began (have) begun.

take, took, (are) taken.

blow, blew, (was) blown.

bear, bore, (have) borne.

Exercises

i. Make sentences using the following verbs and participles as predicates. Make each sentence interesting.

drink, were drinking, have drunk, has been drinking, drank.

give, is given, has been giving, have given, gave.

see, am seen, was seen, has been seen, saw.

drive, is driving, were driven, will be driven, drove.

swim, has swum, have been swimming, was swimming, swam.

ride, am riding, has ridden, was ridden, rode.

write, were writing, has written, has been written, wrote.

sink, am sinking, was sunk, had been sunk, sank.

begin, was beginning, have begun, began.

ii. Complete these sentences :

Write. He . . . to me often at one time, but lately he has not . . . at all.

Swim. Although the Channel has not been . . . lately, a man . . . it a few years ago.

Sink. After the Cressy had been . . . by the submarine, the same submarine . . . the Hogue.

Ring. They . . . the old bell which had not been . . . for years.

Sing. The children . . . as they had never . . . before.

iii. Suppose yourself to be Sir Walter Tyrrel,

describe that "day in August," and all that followed. (Remember that Sir Walter declared that the shot was accidental, and that he fled to France in fear of the result.)

iv. Make the charcoal-burner tell his tale. You may use some of these verbs :—was lying, was bleeding, had been shot, had been seen, lay, drove.

TRAPS FOR THE UNWARY

i. Words alike in *sound*, but unlike in *spelling* and *meaning*.

Exercise

Make sentences using the words correctly.

Model.—"Now they *ring* the bells, later they will *wring* their hands."

blew, blue ; bow, bough ; beech, beach ;
bury, berry ; crews, cruise ; chews, choose ;
fair, fare ; flower, flour ; here, hear ; hare,
hair ; pear, pair ; sail, sale ; their, there ;
threw, through ; weather, whether.

ii. A study in endings.

el

angel, jewel, shovel
chapel, label, spaniel
chisel, morsel, tunnel
channel, level, travel
flannel, parcel, quarrel

le

couple, double, steeple.
apple, knuckle, treacle.
bicycle, tricycle, rifle.
circle, icicle, people.
spectacle, muscle, article.

LESSON 11

SENTENCE BUILDING : ADVERBIAL
CLAUSES

Study this :

“ When the old dame saw Sir John, she curtsied very low, for she was a tenant of his.”

The main statement is :—“ The old dame (she) curtsied very low.”

When did she curtsey ? How ? Why ?

Examine these words :—“ When the old dame saw Sir John.” They contain a Subject and Predicate, but are not complete in themselves ; they cannot be used alone ; they can only form part of a sentence. Such a form of words we have called a **clause**.

What is the work of this clause in this sentence ?

It shows *when* the old dame curtsied, and is therefore an **Adverbial Clause** of **Time**.

Examine these words :—“ for she was a tenant of his.” This is another clause. What is its use ? It shows *why* the old dame curtsied. It is an **Adverbial Clause** of **Reason**.

Subject.	Predicate.
She	curtsied very low (<i>manner</i>). → when she saw Sir John (<i>time</i>). → for she was a tenant of his (<i>reason</i>).

ORDER OF PHRASES

Study this :

“The old dame came out too ; she curtsied very low, when she saw Sir John, for she was a tenant of his.”

Here the two clauses follow the chief sentence.

But Kingsley wrote it thus :

“The old dame came out too ; and when she saw Sir John, she curtsied very low, for she was a tenant of his.”

Which sentence runs the more smoothly ? Does “when” by being placed first introduce and tie on easily the succeeding sentence ?

Try to see that Kingsley uses *when* in the same way in the following :

“All the while Sir John and the rest were riding round, to get into Vendale and to the foot of the crag. When they came to the old dame’s school, all the children came out to see.”

LESSON 12

HOW, WHEN, WHERE, WHY

PART II

You have learnt that adverbs, and phrases, and clauses are added to predicates to show *how*, *when*, *where*, and *why* an action takes place.

Study this sentence :

“Then the wise dog took them over the moor, and over the fells, step by step, very slowly ; for the scent was a day old, and very light from the heat and drought. But that was why cunning old Sir John started at five in the morning.

—From *The Water-Babies*.

Point out the words showing *how*, *when*, *where*, *why* in the above sentences.

Exercises

i. Write asking your friend to meet you. He (or she) will want to know “when,” “where,” and “why.”

ii. My journey to the sea by train—showing how, when, and where, and possibly why.

iii. How, when, where, and why I clean my boots.

iv. How, when, where, and why I make a cup of bovril,

v. How I make a rice pudding, or custard, or a cake, or how my mother makes it.

vi. How we make a bed, or clean a room.

vii. How, when, etc., we feed our pets, clean their home, take them for exercise.

viii. How and why streets are watered—picture the state of the roads, the result of wind, the clouds of dust, the filling of the water-cart, the watering.

LESSON 13

“SHALL” AND “WILL”

Study these changes :

1st person.—**I shall** dance in the sunshine.

2nd person.—**You will** dance in the sunshine.

3rd person.—**He will** dance in the sunshine.

Note :

Shall in the 1st person shows Future Tense.

Will in the 2nd and 3rd person shows Future Tense.

Study this : “ If you *will* but come back I *will* never try to catch you.”

“ Will ” in “ you will ” shows Future Tense, but “ will ” in “ I will ” makes a *promise*.

Learn :

Will in the **1st Person** shows a **promise**,

LESSON 14

HERE, THERE, AND WHERE

Study these sentences, and note the *use* of the words in italics :

1. “ *Here* it comes sparkling
And *there* it lies darkling.”
2. “ Be useful *where* thou livest.”
3. “ *Here, where* the children play
In the bright and merry May.”
4. “ O tell me, pretty river,
Whence do thy waters flow ?
And *whither* art thou roaming
So smoothly and so slow ? ”
5. “ *Hither* let us bend our walk.”

These “ place-words ” can be arranged thus :

Place at.	Place to.	Place from.
Here There Where	Hither Thither Whither	Hence Thence Whence

Exercises

i. Write some sentences using **place** words from the list on page 43. You may write your sentence in the form of a question or a statement. Try to use two or more in every example as in 1, 3, 4 on previous page.

ii. Study No. 4 and write three or four lines on a cloud, the moon, the wind, the rain.

iii. Suppose you are the river in No. 4, answer the question asked there; tell us about your birthplace, your nurse that fed you and made you grow; describe how you ran away and the games you played on your way to the sea.

iv. Tell me about a day at the seaside, how you played "here" and "there" on the beach:

Nouns : shore, beach, sand, shingle, pebbles, waves, tide, seaweed, cliffs, pier.

Verbs : paddle, bathe, plunge, swim, sail, row, steer, watch.

Adjectives : calm, rough, smooth, stormy, dazzling, bright, breezy.

LESSON 15

SOME USES OF THE SEMI-COLON

To separate a series of statements, where full stops would break the flow of a sentence ;
or,

To mark an important pause, where commas are used for less important rests.

Read this and note the effect of the full stop :

“ Mrs. Cratchit made the gravy hissing hot. Peter mashed the potatoes with vigour. Belinda sweetened the apple sauce. Martha dusted the hot plates. Bob took Tiny Tim beside him in a tiny corner at the table. The two young Cratchits set chairs for everybody.”

Now note the different effect secured by the use of the semi-colon :

“ Mrs. Cratchit made the gravy hissing hot ; Peter mashed the potatoes with vigour ; Belinda sweetened the apple sauce ; Martha dusted the hot plates ; Bob took Tiny Tim beside him in a tiny corner at the table ; the two young Cratchits set chairs for everybody, and, mounting theirs, crammed spoons into their mouths, lest they should shriek for goose before their turn came ; and even Tiny Tim beat on the

table with his knife and faintly cried, 'Hurrah' !"—From *A Christmas Carol*.

Exercises

i. Write a short description of the actions of each person at a small picnic party when preparing the tea.

ii. Describe how you and your sister laid the dinner-table.

iii. Describe how you and two other boys might make a rabbit-hutch.

iv. Describe how you and your father prepared the garden for spring planting.

v. Describe any work in the fields at which you have seen several people working at once.

vi. Describe any scene in street, or docks, or on ship, etc., where many men are engaged in different work together.

vii. Describe any busy scene with many girls or women engaged in it.

Read this carefully :

"I hooked myself instead of the fish ; tangled my line in every tree ; lost my bait ; broke my rod ; until I gave up the attempt in despair, and passed the day under the trees, reading."

—*The Sketch Book* : IRVING.

Exercise

Write a paragraph as similar as possible to the above in style and length, describing :

- i. Your attempts to learn to ride a bicycle or a "scooter."
 - ii. Your attempts to learn roller-skating, or ice skating, or swimming, or cooking.
-

Study this :—

"Where have you been?" they asked the fairy.

"I have been smoothing sick folk's pillows, and whispering sweet dreams into their ears; opening cottage casements, to let out the stifling air; coaxing little children away from gutters where fever breeds; doing all I can to help those who will not help themselves."—*Kingsley*.

i. "Where have you been?" asks mother on your return from a walk. Answer the question.

ii. "Where have you been?" said the Queen Bee to the worker on its return to the hive. Answer the question.

iii. Suppose a swallow were asked, "Where have you been since last summer?" what might it reply?

iv. "The door was shut, as doors should be
Before you went to bed last night,
Yet Jack Frost has got in you see,
And left your window silver white."

Have you ever looked at a frosted window-pane and seen the beautiful pictures painted there?—Rocks, castles, hills, dales, streams, palm-trees, etc.

Describe such a picture as painted by Jack Frost.

LESSON 16

ON COMBINING SENTENCES BY THE USE OF PHRASES

You have studied how sentences may be enlarged or extended by the use of adjectives, adverbs, and phrases. Now I wish you to note how two or more sentences can be combined into one, by changing one or more of the sentences into a phrase and attaching it to the word to which it belongs.

Tom looked toward the bed. He saw the little lady.

or, Tom looked toward the bed and saw the little lady.

This becomes :

(a) Tom, looking toward the bed, saw the little lady.

or, (b) Looking toward the bed, Tom saw the little lady.

Note. i. The phrase, *looking toward the bed*, describes Tom, he was a “looking” Tom, and it is therefore placed near the word “Tom.”

ii. The position of the commas in (a) and (b).

iii. The omission of the conjunction “and.”

Study :

In front lay a little garden. It was enclosed in palings.

In front lay a little garden, and it was enclosed in palings.

In front lay a little garden enclosed in palings.

Exercise

Combine the sentences in the following sets by the use of a phrase or phrases. Good writers are fond of these phrases attached to nouns. The first one given above, and 1 below, are from *Water-Babies*; the others are from Andersen.

(*N.B. The chief verb is printed in italics.*)

1. Tom looked round. Tom *saw* a little black, ragged figure.

2. The little mermaid stood outside. She *was* quite frightened.

3. She was clothed in the costliest silks and muslins. She *was* the greatest beauty in the palace.

4. Beautiful slaves were clad in silks and gold. They *came* forward and sang to the prince.

5. The little mermaid lifted her beautiful white arms. She raised herself on tip-toe. She *glided* gracefully on the floor.

6. The wild swans *hovered* over the roof of the house. They twined and twisted their long necks. They flapped their great wings.

7. He *could* hear the stream. It was murmuring only one field beyond him.

8. He *dragged* the statue out into the garden. He was almost sinking under its weight. (*Note.* —Be careful to place the phrase near *he*.)

9. The bells *rang* merrily as the people *passed* by. They were dressed in their best.

10. They *looked* at the little boy. He was playing with five horses.

11. Do you *hear* the wind? Do you hear it howling in the open doorway?

12. The fiery black horses *stood* in the stables. They were neighing.

Exercises

In the following use phrases as above :

i. A fox jumped up one star-lit night . . .
At last he came to the farmer's yard . . .
Seizing the duck by the neck he . . . Very late

he arrived at his den . . . Sitting down with his wife and ten little ones he . . . They did very well without fork or knife . . .

Parts of a story are given above ; tell it fully.

- ii. " Two little dolls, so I've been told,
Once lived on a shelf together ;
Her head and her arms were all of wax,
While his were of wood and leather.

" All on a fateful summer day
The pair for a walk were taken ;
Somebody left them 'mongst the hay,
And then they were both forsaken."
—*A. Law.*

Finish the story as you like.

- iii. " What does little birdie say
In her nest at peep of day ? "

Answer the question.

- iv. " It almost makes me cry to tell
What foolish Harriet befell.
Mamma and Nurse went out one day
And left her all alone at play.
Now, on the table, close at hand,
A box of matches chanced to stand."

Finish the story.

LESSON 17

AGREEMENT OF SUBJECT AND
PREDICATE

“ ‘I am not an eft!’ said Tom; ‘efts have tails.’

“ ‘You are an eft,’ said the otter, ‘I see your two hands and I know you have a tail.’

“ ‘I tell you I have not,’ said Tom. ‘Look here!’ and he turned his pretty little self quite round; and sure enough, he had no more tail than you.”—*Kingsley*.

In Book I, page 25, you were given the following list to study:

Singular.	Plural.
{ <i>Person speaking.</i> { I, me, my, (myself). { <i>Person spoken to.</i> { You, you, your (yourself). { <i>Person spoken of.</i> { He, him, his (himself). { She, her, her (herself).	We, us, our (ourselves). You, yours (yourselves). They, them, their (themselves).

The *person speaking* says:

“ **I am** not an eft!”

The *person speaking to him* would say

“ **You are** not an eft!”

A person *speaking of* him to another would say :

“ **He is** not an eft ! ”

Person speaking = 1st Person.

Person spoken to = 2nd Person.

Person spoken of = 3rd Person.

1st Person : I <i>am</i>	{	The “ Verb form ” changes with the person of the sub- ject.
2nd Person : You <i>are</i>		
3rd Person : He <i>is</i>		

Study these changes :

I have	I see	I tell	I know
You have	You see	You tell	You know
He has	He sees	He tells	He knows

“ ‘ I am a dragon-fly now, the king of all the flies ; and I shall dance in the sunshine, and catch gnats, and have a beautiful wife like myself. I know what I shall do. Hurrah ! ’ And he flew away into the air, and began catching gnats.

“ ‘ Oh ! come back,’ cried Tom, ‘ you beautiful creature. I have no one to play with, and I am so lonely here. If you will but come back I will never try to catch you.’

“ ‘ I don’t care whether you do or not,’ said the dragon-fly ; ‘ for you can’t. But when I have had my dinner, and looked a little about this

pretty place, I will come back ; and have a little chat about all I have seen in my travels.' "

—From *Water Babies*.

The **person speaking (1st Person)** says :

(a) " I am a dragon-fly now, the king of all the flies ; and I shall dance in the sunshine and catch gnats, and have a beautiful wife like myself. I know what I shall do."

The person **speaking to him (2nd Person)** would say :

(b) " You are a dragon-fly now, the king of all the flies ; and you will dance in the sunshine and catch gnats, and have a beautiful wife like yourself. You know what you will do."

A person **speaking of him** to another would say :

(c) " He is a dragon-fly now, the king of all the flies ; and he will dance in the sunshine and catch gnats, and have a beautiful wife like himself. He knows what he will do."

You noted on page 53 that the Verb form changes with the person of the subject.

Study these changes also :

I do
You do
He does

I fly
You fly
He flies

I catch
You catch
He catches

I dance
You dance
He dances

Exercises

i. The *person speaking* says :

“ I am very ugly. I am the ugliest fairy in the world ; and I shall be, till people behave themselves as they ought to do. Then I shall grow as handsome as my sister, who is the loveliest fairy in the world ; and her name is Mrs. Doasyouwouldbedoneby.”

—From *Water-Babies*.

Write the above in the 2nd and 3rd person, similar to (b) and (c) on page 54.

ii. The *person speaking* says :

“ My name is Hendrick Hudson, a right good skipper was I ; and my name will last to the world’s end, in spite of all the wrong I did. For I discovered Hudson River, and I named Hudson’s Bay ; many have come in my wake that dared not have shown me the way. But I was a hard man in my time, and stole the poor Indians off the coast of Maine, and sold them for slaves down in Virginia. At last I was so cruel to my sailors, here in these very seas, that they set me adrift in an open boat, and I never was heard of more.”—*Kingsley*.

Write the above in the 2nd and 3rd person.

iii. "I am an old horse-shoe. A smith made me out of a piece of iron and nailed me to a horse's hoof to protect it from the wear and tear of the hard roads. In a few weeks I was worn too thin to be of use and here I am now hung upon a wall for good luck, old folks say."

Choose one from the following list and say what you are made of, where made and by whom, what use you were, and what happened to you : A knife-blade. An old pen. A rusty needle.

A broken tea-cup. A worn-out spade. An old shoe.

An old sword. A broken rifle.

iv. Let a boat or sailing-ship describe itself. Use some of these words :—hull, deck, masts, sails, rudder, stern, bow, cabin, anchor ; quay, dock, pier, wharf ; captain, crew, sailors, cruise, voyage, cargo, passenger.

LESSON 18

UNITY OF TENSE

"It is grim earnest now, and no mistake. Both boys feel this, and summon every power of head, hand, and eye to their aid. A piece of luck on either side, a foot slipping, a blow getting well home, or another fall, may decide it. Tom works slowly round for an opening ; he has all the legs, and can choose his own time ; the Slogger waits for the attack, and hopes to finish

it by some heavy right-handed blow. As they quarter slowly over the ground, the evening sun comes out from behind a cloud and falls full on Williams' face. Tom darts in, the heavy right-hand is delivered, but only grazes his head. A short rally at close quarters, and they close; in another moment the Slogger is thrown heavily for the third time."—*Tom Brown's School-days*.

TIME or TENSE

Study this :

<i>To-day.</i> PRESENT TENSE.	<i>Yesterday.</i> PAST TENSE.	<i>To-morrow.</i> FUTURE TENSE.
It is. Boys feel. Luck may. Tom has. Tom can choose. Slogger is thrown.	It was. Boys felt. Luck might. Tom had. Tom could have chosen. Slogger was thrown.	It will be. Boys will feel. Luck will. Tom will have. Tom will choose. Slogger will be thrown.

Notice that the above extract from *Tom Brown* is written in the *Present Tense*. No other tense is used.

Tenses must not be mixed. If you begin a description or a story in the present tense, keep to it throughout for all characters, thus :

“Tom *works*,” and the “Slogger *waits*”: while “they *quarter* slowly,” the “sun *comes* out,” and so on.

Can you see any gain from the use of the present tense? Does the form of “works,” “waits,” “hopes,” “comes,” “falls,” “darts,” “grazes,” “close,” “is thrown” make the scene more life-like; does it help you to *see* it?

Presently you will be asked to change it to the *Past Tense*, then you can compare the result.

Notice particularly the number and choice of verbs in the paragraph, a verb that exactly **fits each action**.

Exercises

i. Change the *form* of the verb in brackets to suit the Tense of the other verb in the sentence:

1. “The Doctor!” shouts some small boy who (*catch*) sight of him, and the ring (*melt*) away.

2. The next day Arthur sickened, but there (*to be*) no other case.

3. The ground was in splendid order, and soon after ten o'clock, all (*to be*) ready, and two (*take*) their places at the wicket.

4. “Well bowled, Johnson!” cries the Captain, while the third man (*walk*) away from the wicket and old Bailey gravely (*set up*) the middle stump again and (*put*) the bails on.

5. "Huzza for old Rugby!" sings Jack, and forthwith (*stand*) on his head and (*brandish*) his legs in the air in triumph, till the next boy (*catch*) hold of his heels, and (*throw*) him over on his back.

6. Tom went off to get his boots and things from the tent. Arthur (*promise*) to follow. So Tom (*hand*) his things over to the man in charge and (*walk*) quietly away to the gate where the master (*wait*), and the two (*take*) their way together up the road.

ii. Write out the "Tom Brown" extract on pages 56-7 in the Past Tense.

iii. Describe any contest you have seen,—wrestling, foot-race, cycle-race, rowing, football. *Use the present tense.*

iv. Describe one of the above contests, using the *past tense*.

v. Describe how you hope to spend your next holiday.

vi. Imagine yourself in a busy grocer's shop—customers coming and going, assistants serving them rapidly with various goods. Describe the scene in the *present tense*.

vii. Describe your last visit to a butcher's shop. Say what you bought and describe what you saw whilst waiting to be served. Use the *past tense*.

LESSON 19

“AND” *VERSUS* “BUT”

“A wise man built his house upon a rock, and the rain descended, and the floods came, and the winds blew, and beat upon that house; and it fell not, for it was founded upon a rock.”

—*Matt.* vii. 2-7.

Note how events that are expected follow the link *and*, it leads the reader on easily.

“There are bridges on the rivers as pretty as you please; *but* the bow that bridges heaven is prettier far than these.”—*Rossetti*.

Note how *but* pulls you up short, makes you expect something quite different; it stirs your interest.

Now mark the effect of the best-known *but* in literature:

“Now Naaman, captain of the host of the King of Syria, was a great man with his master, and honourable, . . . he was also a mighty man in valour, **but** *he was a leper*.”—*2 Kings* v. 1.

Exercise

Connect these sentences with **and** or **but**.

1. Men may come . . . men may go . . . I go on for ever.

2. He went to the windows . . . over each

pane, like a fairy, crept ; . . . he did one thing that was hardly fair.

3. I have a garden of my own . . . it is overgrown with roses . . . lilies.

4. Its fur is red as the chestnut . . . it is small . . . slim.

5. I have sung many songs . . . never a one so gay.

6. He sat . . . slowly bent his head.

7. The harvest truly is ready . . . the labourers are few.

8. I once had a sweet little doll. Her cheeks were so red . . . so white, . . . her hair was charmingly curled. . . . I lost my poor little doll, . . . I cried for more than a week, . . . I never could find where she lay.

Study the links in the following, and note certain words that are used instead of “ but.”

A watch has hands, *but* no thumb or finger ;

A boot has a tongue, *but* is no singer ;

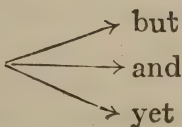
Rivers run, *though* they have no feet ;

A saw has teeth, *but* it does not eat ;

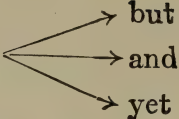
Ash-trees have keys, *yet* never a lock.

—*Rossetti.*

Complete these sentences :

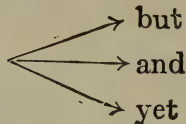
Winter nights are long 

The elephant is a large animal



but
and
yet

Snow is unwelcome in towns



but
and
yet

LESSON 20

“ A ” AND “ AN ”

Our alphabet contains 26 letters. Of these **a, e, i, o, u** are called **vowels**. The remainder are called **consonants**.

1. Use **an** before all words beginning with a vowel.

2. But if **u** has the sound “**u**,” use **a**, e.g. “**a** unicorn,” “**a** university,” “**a** use,” “**a** union.”

3. Use **an** before a **silent h**, e.g. heir, heirloom, honest, honour, hour.

Exercise

Make sentences containing the following, using **a** or **an** before each.

honourable man ; old lady ; expensive house ; egg ; hour ; united effort ; exercise ; honest lad ; uncle ; halfpenny ; amiable girl ; useless thing ; honour ; house ;

engine ; arm ; harmless dog ; agreeable surprise ; armful ; April day ; October morning ; heir ; half-an-hour ; late August evening ; early April day ; organ in the church ; oak staircase ; iron gateway ; harmless fun.

LESSON 21

FORM OF THE SENTENCE

PART I

A countryman was returning home one winter's day. The countryman found by the hedgeside a snake which was half dead with cold. He took compassion on the creature which he laid in his bosom. He brought it home to his fire-side. The fire restored the snake which immediately began to attack the children of the cottage. The countryman took up an axe with which he soon laid the snake dead at his feet

Read the above sentences. They tell a story but in a very uninteresting way. There is no *life* in them. Why ? Note this :

1. The sentences are all too much alike—first the Subject, then the Predicate.

2. All begin with “ he ” or “ the countryman.”

3. The word “ which ” is used in nearly every sentence.

In a good paragraph :

1. Sentences vary in form—that is in the order of Subject and Predicate, in the position of phrases, and in the choice of words.

2. Sentences vary in length.

Æsop's story runs thus :

“ A countryman, who was returning home from work one winter's day, found a snake by the hedge-side, half dead with cold. Taking compassion on the creature, he laid it in his bosom and brought it home to his fireside to revive it. No sooner had the warmth restored it, than it began to attack the children of the cottage. Upon this the countryman, whose pity had saved its life, took up an axe and laid the snake dead at his feet.”

Exercises

i. I want you to suppose that you are the countryman. Tell the story.

or, ii. Suppose you are one of the countryman's children and then tell the story.

PART II

“ Each of the young Princesses had a little plot of ground in the garden, where she could dig and plant as she liked. One gave her garden the shape of a whale, whilst another preferred hers to look like a mermaid ; but the youngest made hers round like the sun, and

planted it only with flowers of the same purple colour.”—*Andersen*.

1. The opening sentence gives a picture of the princesses and their gardens.

2. Now note the use of the words *one* and *another*, and the connecting link *whilst*.

3. In the next sentence the word *but* is important. It not only *links* the coming sentence to the two that preceded it, but it foretells a *surprise*. “The two elder sisters made their gardens the shape of a whale and a mermaid, **but** . . .”

Now study this paragraph :

“So the children came, bringing their sheaves. Some had great piles, laid close and even, so that they might carry more ; others had theirs large and loose so that they looked more than they were ; but one, the child that had run to and fro after the butterflies, came empty-handed.”

—*L. Richards*.

Notice the opening sentence, then study the use made of “Some,” “Others,” “But one.”

Exercises

Write a paragraph beginning with one of the following :

i. Each of the three boys had a pet animal which he . . .

ii. Each of the three girls had a doll which she . . .

iii. Each member of the family had a favourite occupation . . .

iv. On the green was a gipsy camp . . .

v. In the farmyard men were at work . . .

vi. In the market were groups of people . . .

vii. In the playground boys (or girls) were at play . . .

LESSON 22

TWO STUDIES IN PRONOUNS

“Another person” and “Myself.”

Read these sentences :

1. “*My sister and myself* will do our utmost to bring you safely through the adventure.”

—*Hawthorne.*

2. “Across the narrow beach we flit
One little *sandpiper* and *I*.”

C. Thaxter.

3. “Together round her grave we play’d
My brother John and *I*.”—*Wordsworth.*

4. “Do as *Charles* and *I* are doing.”

—*Wordsworth.*

5. "My *sister Emmeline* and *I* chased the butterfly."
—*Wordsworth*.
6. "Who has seen the wind ?
Neither *you* nor *I*,
But when the trees bow down their heads
The wind is passing by."—*Rossetti*.
7. "Where the pools are bright and deep,
Where the gray trout lies asleep,
Up the river and over the lea,
That's the way for *Billy* and *me*."
—*Hogg*.

Note. When a person is speaking of *another* and *himself*, it is correct to mention himself last.

Me, Us, Him, Her, Them

The above pronouns may be used in sentences when an action *has been done* to a person or persons, thus :

The teacher rewarded him. He also rewarded me.

The teacher rewarded him and me.

These pronouns are often used after such words as *for*, *from*, *with*, *after*, *of*, *at*, *to*, *upon*, *behind*, *above*, *before*, *through*. Thus :

That is the way for Billy. That is the way *for me*.

That is the way for Billy and me.

Exercise

Write sentences containing the following :

. . . Tom and me.	. . . my sister and me.
My brother and	They and I . . .
I . . .	You and I . . .
Tom and I you and me.
. . him and me	He and I . . .

LESSON 23

THE USE OF "THAN"

In comparisons.

"At last one came up bigger **than** all the rest."

"In they came dozens and dozens of them, some bigger **than** Tom and some smaller."

Study these :

Tom was smaller than I.

Tom ran quicker than she.

Tom swam faster than we.

Is the last word in each line correct ?

Study the sentences below and then answer :

Tom was smaller than I (am).

Tom ran quicker than she (ran).

Tom swam faster than we (swam).

Study these :

Ellie was more thoughtful than Tom (was).

Ellie was more loving than I (am).

No one could be more beautiful than she
(is).

Tom moved more noisily than Ellie (moved).

Tom moved more noisily than she (moved).

Tom moved more quickly than I (moved).

Exercises

i. Write sentences containing these phrases

. . . more tenderly than . . .

. . . more bravely than . . .

. . . more hopeful than . . .

. . . more patiently than . . .

. . . quicker than I.

. . . stronger than she.

. . . faster than he.

. . . braver than you.

ii. Make a cat or dog or bird compare itself with another, using *he*, *him*, *she*, *her*.

iii. Write sentences comparing yourself and your friend in point of age, height, strength, or power in running, walking, swimming, writing, drawing. Use pronouns where possible.

Note. In answering ii. and iii. make more than one comparison in a sentence, using *and* or *but* or *yet*.

LESSON 24

STORY TELLING

Study the beginning of your story, make it attractive, and note that the introduction made by good writers often gives the *time* and *place*, then comes the story.

Exercises

- i. "When I was sick and lay a-bed,
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day."

—*R. L. Stevenson.*

Study this as an opening for describing how *you* could play in bed with your toys.

- ii. "At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home, and talk and sing,
And do not play at anything.
Now with my little gun I crawl
All in the dark along the wall."

etc.

—*R. L. Stevenson.*

Study this and try to write for me how, in a large room, you could play at being an Indian hunter, or a Scout; imagine a camp, woods, hills, "streams where roaring lions come to drink."

iii. BED TIME

The evening is coming,
The sun sinks to rest,
The rooks are all flying
Straight home to their nest.

“Caw!” says the rook as he flies overhead;
“It’s time little people were going to bed!”

Write about *evening* for me, say what the flowers are doing,—the daisy, the buttercup, the foxglove, the pimpernel; the insects,—bees, butterflies and moths; and the birds.

iv. Here is an interesting way of beginning a story :

“Oh, I wish that you had seen him,
Our little pussy cat,
He came so skinny, scrag, and lean,
And went away so fat.”

—*Judge Parry.*

Suppose that it was to *you* this skinny cat came. Tell me about it, when and where you found it, how you fed it, how long you kept it, and what you thought when it went.

v. In a few sentences tell me when and where you first heard the cuckoo ;

or, where and when you picked your first primrose this year ;

or, where and when you first saw the swallows this summer.

- vi. "I wish I lived in a caravan,
With a horse to drive, like a pedlar-man !'
Tell me what kind of caravan you would like
what you would sell and where you would go.
- vii. "The tiniest of fairies crept out of a rose
(I wish I'd been there—don't you?),
She washed her face and she bathed her
toes
In a puddle of sparkling dew."
Finish this picture—*dressings, breakfast, play.*
- viii. Write about *any wish* of yours. Make it
bright like No. vi. and vii.
- ix. Christina Rossetti began a little verse
like this :
"O wind, why do you never rest ?"
Can you use this as a beginning for a para-
graph on the Wind.
- x. "A Wasp met a Bee that was just buzzing
by,
And he said, 'Little cousin, can you tell
me why
You are loved so much better than I ?
My back shines as bright, and as yellow
as gold,
And my shape is as elegant, too, to behold
And yet nobody likes me for that, I am
told."

Imagine yourself the Bee, and finish the story.

LESSON 25

A STUDY IN ADJECTIVES

Study the *adjectives* in these sentences from Kingsley's *Water-Babies* :

1. "The dear, sweet, loving, wise, good people who go there say it is the **most beautiful** place in all the world."

2. "Now comes the **most wonderful** part of this wonderful story. Underneath the trees, lions were prowling about. "Why," said Ellie, "the lions seem to have eaten a good many people, for there are very few left now."

"Yes," said the fairy, "you see it was only the **strongest, most active** ones who could climb the trees and so escape."

"But what great, hulking, broad-shouldered chaps they are," said Tom, "they are a rough lot."

"Yes, the ladies will not marry any but the **strongest** and **fiercest** gentlemen, who can help them up the trees out of the lions' way."

Notice how the adjectives are compared :—

	1st degree.	2nd degree.	3rd degree.
	strong	stronger	strongest.
	fierce	fiercer	fiercest.
but	active	more active	most active.
	wonderful	more wonderful	most wonderful
	beautiful	more beautiful	most beautiful.

3. "As for the pretty lady, she had the sweetest, kindest, tenderest, funniest, merriest, face they ever saw. Tom saw that she was a tall woman, as tall as her sister; but instead of being gnarly, and horny and scaly and prickly, like her, she was a nice, soft, fat, smooth, pussy, cuddly, delicious creature."—From *Water-Babies*.

Exercises

i. Compare all the Adjectives in example 3. Arrange in columns as on page 73.

ii. Study the first sentence in example 3 and write for me something in that manner about your baby, its sweet laugh, its tiny toes, etc.

iii. Now study the *fitness* and force of the adjectives used here:—"a gnarly, horny, scaly, prickly creature"; "a soft, fat, smooth, pussy, cuddly, delicious creature." Some children are content to use "nice" to describe everything. Was Kingsley? Are you?

iv. Describe two boys or two girls of equal age but quite different in character or appearance.

v. Describe two dogs in similar manner. In both these cases take pains to make the adjectives *fit*.

vi. Now imagine two days quite different in weather, one, the best you can think of, and the other the worst. Think out suitable adjectives.

tives. You can begin something like this:—
 “The weather on . . . was quite unlike that
 of . . . ; instead of being . . .”

(Use the latter part of example 3 as a model.)

vii. Write an account of the sparrow. These adjectives, among others, will “fit” the bird. Select those you wish to use:—most common, bold, greedy, quarrelsome, sober brown (coat), grey (breast), short pointed (beak), dark bright (eyes), very keen (hearing); (legs) very thin and clear of feathers; (wings) not large nor powerful (think of the swallow); quick fluttering (flight), (think of the swallow’s sweeping glide, like that of an aeroplane), twittering (song).

viii. Describe another bird that you know well.

Study this list :

1st degree	2nd degree	3rd degree
bad	worse	worst.
good	better	best.
little	less	least.
many	more	most.

Exercises

i. Write sentences making comparisons, using adjectives from the above list; e.g. “Bad as the weather was to-day, it was worse yesterday, but the worst was on Monday when hail and sleet fell all day.”

ii. Three boys have a knife each. Describe the knives, using words from the above list. Use "but" in the sentence if you can.

LESSON 26

A STUDY IN ADVERBS

Consider these six sentences:

The shots fell	{	rapidly (<i>manner</i>)
		noisily ,,
		everywhere (<i>place</i>)
		yonder ,,
		instantly (<i>time</i>)
		early ,,

The last word in each sentence modifies, that is affects, the action expressed by the Verb. It is called an **Adverb**.

Exercise

i. Point out the Adverbs in these sentences:

"Slowly and sadly we laid him down."

—*Wolfe*.

"Merrily, merrily, shall I live now."

—*Shakespeare*.

"Warmly and broadly the south winds are blowing."—*Tennyson*.

"And why stand Scotland idly now?"

—*Scott*.

“Take her up tenderly,
Lift her with care ;
Fashion’d so slenderly,
Young and so fair.”

—*T. Hood.*

ii. Study Tom Hood’s lines given above, and then write a sentence describing how you would lift a little baby, a very young kitten, or a tiny bird.

iii. “I once had a sweet little doll, dears,
The prettiest doll in the world ;
Her cheeks were so red and so white, dears,
And her hair was so charmingly curled.”

—*Kingsley.*

Study the above and write sentences describing *your* favourite doll, or engine, or other toy ; or bird, or rabbit, or kitten.

iv. “It was the most extraordinary looking little gentleman he had ever seen in his life. He had a very large nose, slightly brass-coloured ; his cheeks were very round and very red ; his eyes twinkled merrily through long silky eyelashes, and his hair, of a curious mixed pepper-and-salt colour, descended far over his shoulders.”—From *The King of the Golden River*.

Study the use of Adjectives and Adverbs in the above, then write a description of the most striking man you have noticed, or the merriest looking boy or girl you have seen.

v. Have you ever seen a dancing bear? If you have, describe it and its actions. Try to choose adjectives that *fit* the bear exactly, and adverbs and phrases that *suit* its actions.

Adverbs can be compared too.

Look at these sentences :

“He swam *faster* than ever he swam before.”
—*Kingsley*.

“Those move *easiest* who have learned to dance.”—*Pope*.

“Tom went *more slowly* up the hill.”
—*Kingsley*.

“It was whining *most dolefully*.”—*Kingsley*.

Exercise

i. Make a sentence naming three boys and comparing their skill as cricketers or footballers; or three girls as swimmers, hockey-players, singers, etc.

ii. Compare three dogs in point of speed.

iii. Compare three horses regarding their strength.

ADJECTIVES AND ADVERBS.

REVISION LESSON

Great, wide, beautiful, wonderful world
With the wonderful water round you curled,
And the wonderful grass upon your breast
World, you are wonderfully drest.

—*Matthew Browne*.

Study this list.

Adjective.	Adverb.	Adjective.	Adverb.
wonderful beautiful rapid	wonderfully beautifully rapidly	broad slow quick	broadly slowly quickly

Exercise

i. Take any adjective and adverb from the above list and place them both in one sentence.

ii. Select words from the above list and use them in a sentence describing a river and its course through a plain.

LESSON 27

A LITTLE STUDY

USE OF "AS . . . AS" AND "LIKE"

Read this sentence :—"She sat quite still with her chin upon her hand, looking down into the sea with two great blue eyes. Her hair was white for she was very old."

Kingsley writes about this old lady in *Water-Babies*, but he gives us a better picture of her. Instead of just saying "two great blue eyes," he tells us *how blue* they were, and he compares

her white hair with something we all know, that we may be able to *picture* the old lady exactly. This is what he writes :

“ She sat quite still with her chin upon her hand, looking down into the sea with two great blue eyes, *as blue as the sea* itself. Her hair was *as white as the snow* for she was very very old.”

Take another sentence from the same book. “ She was the most beautiful little girl that ever was seen, with long curls floating behind her *like a golden cloud*, and long robes floating all round her *like a silver one*.”

Note.—Kingsley here uses the word “ *like*.” In the first example he used the words “ *as . . . as*.”

Andersen wrote this :—“ The air was mild and fresh, and the sea *as calm as a millpond*. A big three-masted ship lay close by with only a single sail set for there was not a breath of wind. Much later the waves grew stronger, great clouds gathered, and the lightning flashed in the distance. The great ship rocked and rolled, the black waves rose *like mountains*.”

In Longfellow's *Wreck of the Hesperus* we read :
“ She struck where the white and fleecy waves
Looked *soft as carded wool*,
But the cruel rocks, they gored her side
Like the horns of an angry bull.”

and

"*Blue* were her eyes *as the fairy-flax*,
 Her cheeks *like the dawn of day*.
 And her bosom *white as the hawthorn buds*
 That ope in the month of May."

Study these sentences and note well the comparisons :

1. "Grimes came back again as silent as a post."

2. "Her cheeks were almost as white as the pillow, and her hair was like threads of gold."

3. "Tom screamed as shrill as a peacock."

4. "Up Tom went and over the wall like a squirrel."

5. "He jumped up with a noise like the express train."

6. "At five the next morning up he got and into his shooting-jacket and gaiters like a fine old English gentleman, with a face as red as a rose, a hand as hard as a table, and a back as broad as a bullock's. He bade his servant bring the hound, a great dog as tall as a calf, of the colour of a gravel walk, and with a throat like a church-bell."—From *Water-Babies*.

Exercises

i. Try to write similar sentences, containing these phrases :

(1) as pure as

(4) as sharp as

(2) as sly as

(5) as green as

(3) as wise as

(6) as busy as

- | | |
|-------------------|---------------------|
| (7) as sweet as | (12) as red as |
| (8) as smooth as | (13) as harmless as |
| (9) as clear as | (14) as swift as |
| (10) as hard as | (15) as good as |
| (11) as strong as | |

ii. Try to put two of these phrases in one sentence, using “and” or “but.” Try Nos. 8 and 9 with “stream”; Nos. 3 and 13 with “serpent” and “dove.”

iii. Write a striking sentence about your baby, your kitten, or your dog.

iv. Invent a story about a cat watching for a mouse at its hole. Try to use phrases like those in Exercise i. to describe the cat and her actions.

- | | |
|---|--|
| v. Invent a story about a cat and
a bird. | } Use phrases
similar to
those in
Exercise i. |
| vi. Invent a story about a dog, and
a cat. | |
| vii. What I think of a cat, by a
mouse. | |

THE BROOK

You are wanted to write a description of any little stream you know. Perhaps your teacher will read you a poem entitled *The Brook* by Lord Tennyson. Notice *how* he describes the flow of the streamlet. He uses verbs that make us *hear* the water, and adjectives and phrases

that help us to *see* the brook, its bed and its banks.

These are some of his verbs:—slip, slide, gloom, glance, come, go, make, sparkle, bicker, hurry, curve, flow, chatter, babble, bubble, fret join, wind, travel, steal, grow.

Now try to picture your stream and think out a list of verbs, adverbs, adjectives, and phrases to be used in your description. Does *your* brook run, or dance, or sparkle, or chatter, etc.? Is it slow, or fast, deep or shallow, clear or cloudy, etc.? Do minnows dart and trout hide in it? Are its banks curved and fretted, high or low? What of the fields by it with their trees, and flowers and grazing cattle?

CLOUDS

Write a few lines about *Clouds*. Think out an orderly way of describing the clouds. You might begin with the look of the clouds on a fine day, passing on to a cloudy day and so on to a storm.

Adjectives.—High, low, light, white, fleecy, gray, heavy, dark, leaden, black, golden, red, streaked, coloured, bright.

Verbs.—Fly, float, are carried, move, race, hurry, scurry, chase.

Adverbs and Phrases.—At sunset, at sunrise, in early morning, at evening time, sometimes, at other times, now and then, often.

Note. In the exercises on page 83 you can try to show your skill in using “as . . . as” and “like.”

Revision. Fill in the blanks with *were* or *where* :

- . . . you going there?
- . . . are you going now?
- There . . . forty present
- you yesterday?
- . . . there many absent?
- . . . are their parents?

LESSON 28

POSSESSION

- | | | |
|--------------|---|--|
| Sing. | { | The captain's eye flashed, <i>or</i> the eye of the captain flashed. |
| | | The soldier's pride was touched, <i>or</i> the pride of the soldier was touched. |
| | | The child's voice was sweet, <i>or</i> the voice of the child was sweet. Note the use of 's. It shows possession. |
| Plur. | { | The captains' eyes flashed, <i>or</i> the eyes of the captains flashed. |
| | | The soldiers' pride was touched, <i>or</i> the pride of the soldiers was touched. |
| | | The children's voices were sweet, <i>or</i> the voices of the children were sweet. |
- Note.* Only the ' is used when the noun ends in “s”

Exercises

i. Study these and use them in sentences :

Singular owner.

Plural owner.

The child's hats.

The children's father.

The woman's dresses. The women's homes.

The man's sword. The men's rifles.

ii. Make sentences containing the following phrases :

bird's nest horse's hoof dove's answer

child's toys man's life soldier's sword

woman's child sailor's ship

iii. Change the above phrases to the plural form and place them in sentences.

iv. Note that **pronouns do not need an apostrophe to show possession.** They have a special **possessive form** :

their, theirs ; your, yours ; our, ours ; its.

“Dance, dance, baby

All the world is **ours** !”

“**Its** masts are taller than the trees,

Its sails are silver in the sun.”

Make sentences containing the above possessive pronouns.

v. Change these phrases into the possessive form and make sentences containing them :

Lives of great men ; the sweet notes of the bird ; the fear of the mouse ; the warm

rays of the sun ; the home of the fairies ; the quack of the goose ; the cry of the baby ; the saddle of the horse ; the sword of the colonel ; the games of the children.

LESSON 29

DESCRIPTIVE WORK

MY DOG

Write all you can about your dog ; give its kind and name, then describe it fully : its size, colour, and markings on body. Here is part of a clever writer's description of his dog :—" Her colour was black above and a rich brown below, with two dots of tan above the eyes."

Tell me about its character ; do not be content with saying it is a " nice " dog, tell me whether it is gentle or fierce (or perhaps it can be both), wild in manner or quiet. Is it like the dog of which Dr. John Brown wrote : " No sooner was the street-door open than he was throttling the first dog passing. . . . Cats he tossed up in the air. Old ladies he upset by jumping over their heads, old gentlemen by running between their legs. At home he would think nothing of leaping through the tea-things, upsetting the urn, cream, etc. ; and at dinner time the same sort of thing."

Can you write something bright like that about the tricks or habits of your dog ?

A DOG I KNOW

If you have no dog perhaps you can write all about your friend's dog, or any other dog you know well. The notes on page 86 may help you to think how much you really know of the dog.

THE DOG I SHOULD LIKE, AND HOW I
SHOULD TREAT IT

Try to describe fully just the kind of dog you would like to have, and tell me exactly how you would feed it, play with it, pet it, and make it and yourself happy.

Similar exercises may be worked on a Kitten, Bird, Parrot, Goat, Lamb, or Horse.

Revision.—Fill in the blanks with *is* or *his*.
... this ... home ? ... work ... good.
... mother ... here. ... work done ?
No, ... work ... not done.
... that ... father ?

LESSON 30

EXERCISES ON NURSERY RHYMES

“The north wind doth blow
And we shall have snow,
And what will the robin do then, poor
thing ?”

Answer the question. You may want some of these words and phrases :

barn, hutch, crumbs, chopped meat, seed, protect, seeking warmth, on the window-sill, in search of food.

ii. "The north wind doth blow

And we shall have snow,

And what will the swallow do then, poor thing ? "

Tell me. You may want these words :—south, country, journey, movement, speed, flying, to warmer countries, to sunnier lands, far away from the bleak north.

iii. "The north wind doth blow

And we shall have snow,

And what will the honey-bee do, poor thing ? "

Answer the question. Here are some words that may help :—hive, through winter, until spring again, cold passed.

iv. "The north wind doth blow

And we shall have snow,

And what will the dormouse do then, poor thing ? "

Answer the question. You may want these words :—rolled, snug, waiting ; long, long dream ; warm weather.

- v. "Little Bo-peep has lost her sheep,
And can't tell where to find them."

Write a story about this. (What had Bo-peep been doing? Describe the wanderings of the sheep. How and where did she find them?)

LESSON 31

LITTLE STORIES—IMAGINATIVE
WORK

Write a little story about :

i. A fox and a duck.

- (a) Fox—hungry—breakfast.
- (b) Ducks on pond—safe there.
- (c) Mr. Fox talks—one silly duck.
- (d) The end.

ii. The fox and the goose.

- (a) A man near a pond (give his position and occupation).
- (b) Some geese on a pond.
- (c) Fox watching (describe his sly actions).
- (d) Man watches both.
- (e) The end.

iii. A clever dog.

- (a) The dog (name and describe it).
- (b) Trained to go errands (give details).
- (c) One day to butcher.
- (d) Returning home, met another dog.
- (e) The fight and the result.

iv. An accident.

(a) Boy on bicycle.

(b) Sharp corner.

(c) Motor-cycle.

(d) Result.

Tell the story as if you were the boy, or the motor-cyclist, or an onlooker.

v. (a) A man leaves his horse and trap in charge of a boy in a busy street.

(b) Horse takes fright and bolts.

(c) After a time horse stopped by a plucky soldier.

Tell the story as if you were the boy, or the owner, or the soldier, or an onlooker.

vi. "It was a great day in the Fox's cave. The eldest cub had the night before brought home his first goose, and they were just sitting down to the feast as the cat came by."

—From *The Cat's Pilgrimage*.

Finish the story as you like.

vii. "Little Master Mouse,

You'd better leave this house ;

Crumbs are scarce upon the floor,

And pussy sleeps behind the door."

L. A. Tadema.

Suppose Master Mouse refuses to listen, tell the story.

viii. "The children in a certain school were told to go to Mrs. Rabbit's garden-party as animals, and describe the visit. One boy went as a wolf and returned with the party inside. A girl went as a weasel and left early because she could not eat the lettuce and cabbage. One boy was an elephant and could not get in."

—From *A Dominie's Log*.

Describe your visit to the party in the form of any animal you choose.

ix. "The wind in a frolic." Imagine a few amusing things that a strong blustering wind can do; describe them.

x. "Dear Mother," said a little fish,
"Pray is not that a fly ?
I'm very hungry, and I wish
You'd let me go and try."

Mother tells him that the fly only hides the sharp hook, but "round about the hook he played, with many a hungry look."

—*J. Taylor*.

Tell the whole story in your own way.

Complete the story :

i. One evening last August two boys were standing on the bank of a river fishing . . .

ii. Last Boxing Day, Fred was sliding on a pond . . .

iii. One day a little boy (or girl) was playing with a box of matches . . .

iv. One evening, on his way home from school, a boy (or girl) saw some smoke coming from a bedroom window . . .

v. Last evening when Alice (or Fred) entered the kitchen she smelt an escape of gas. No one else was in the house . . .

vi. As a boy was passing a house he noticed a pair of curtains hanging from an open bedroom-window, fluttering in the wind, and near them a gas-jet alight . . .

vii. Last Saturday evening, as Fred and Alice were walking down a very busy street, Fred picked up sixpence . . .

viii. Last evening a piece of cheese was put inside me by a boy . . . (Story begun by a mouse-trap. Finish it.)

ix. Last Saturday I invited two of my friends to come to tea . . . Give a full description of your little party.

x. In the early spring my mate and I built . . . Suppose you are a bird, describe fully the building of the nest, the hatching of the eggs, the appearance of the birds, their funny looks, the rearing, feeding and teaching to fly.

LESSON 32

LETTER WRITING

Forms of Greeting :—*For relatives or friends :*

My dear Mother,	Dear Uncle George.
My dear Brother,	Dear Aunt Bertha.
My dear Cousin	Dear Mr. Brown.
My dear Jack,	Dear Miss Jones.

Forms of Conclusion :—*For relatives or friends :*

Your loving boy,	Yours very sincerely.
Your loving daughter,	Yours very faithfully.
Your affectionate nephew,	Your sincere friend.
Your loving niece,	Yours affectionately.

I remain,	I am,
Your loving daughter	Your affectionate nephew,
Joan.	Jack.

I remain,	I am,
Your sincere friend	Yours affectionately
Fred.	Alice.

3 Bourne Avenue,
Salisbury,
16. iv. 1920.

MY DEAR NEPHEW,—

I believe Tuesday next is your birthday, and I wish to give you a pet for a present, but I do not know which you would prefer, two rabbits, some white mice, or a little dog. Think about it and let me know when you have made your choice. Tell me all about the kind of animal you wish to have and I will try to suit your wishes exactly.

Give my love to your mother and father, and believe me to be,

Your affectionate
UNCLE GEORGE.

Exercises

- i. Answer the above letter.
- ii. Girls may answer it by writing to an aunt describing the kind of doll they would like.
- iii. A boy may write to his elder brother giving a full description of a pocket-knife that he has seen and likes ;—girls may describe a needle-case, a box of water-colours, or a pen-painting set.
- iv. You are at the seaside, or in the country, or in the town for a holiday ; write to your mother or to a friend about it.

- v. Your friend is ill,—write to him or her.
- vi. Write asking your friend to spend Saturday afternoon with you.
- vii. Write a letter to your brother who is away, enclosing a birthday present.
- ix. Write to your aunt or uncle, describing your school and your work in it.
- x. Write to a friend describing your birthday party, or Christmas party, or school prize-day.

ADDRESSING THE ENVELOPE

Note. In each case address an envelope, in a space $4\frac{1}{2}$ " by $3\frac{1}{2}$ ".

*The envelope Uncle
addressed.*

Stamp.
Master G. Noble, 27 High St., Southampton.

*The envelope the
nephew addressed*

Stamp.
G. Noble, Esq., " Elmleigh," 3 Bourne Avenue, Salisbury.

Letter written by George Washington, when he was nine years old.

Fredericksburg,
Virginia,
20th Ap., 1741.

DEAR DICKEY,—

I thank you very much for the pretty picture book you gave me. Sam asked me to show him all the pictures ; and I read to him how the tame elephant took care of his master's little son, and put him on his back and would not let anybody touch the boy. I can read three or four pages sometimes without missing a word.

Ma says I may go to see you and stay all day with you next week, if it is not rainy. She says I may ride my pony, Hero, if Uncle Ben will go with me and lead Hero. I am going to get a whip top soon and you may see it and whip it.

Your good friend,

GEORGE WASHINGTON.

CONTENTS

	PAGE
1. THE	1
2. FE	9
3. A	11
4. A	12
5. S	17
6. Q	19
7. O	22
8. R	27
9. R	31
10. A	35
11. S	39
12. H	41
13. O	42
14. H	43
15. S	45
16. O	48
17. A	52
18. A	56
19. "A	60
20. "A	62
21. Fo	63
22. Tw	66
23. Th	68
24. St	70
25. A	73
26. A	76
27. Us	79
28. Th	84
29. De	86
30. Ex	87
31. Lit	89
32. Letter	93

University of Toronto Library

DO NOT
REMOVE
THE
CARD
FROM
THIS
POCKET

Acme Library Card Pocket
Under Pat. "Ref. Index File"
Made by LIBRARY BUREAU

PHILIPS' NEW ENGLISH BOOKS

A Graduated Course of English Composition
in Five Books, for Primary and
Secondary Schools

By W. J. GLOVER

Author of "The Children's Cameos of Poetry and Prose"

LIST OF SERIES.

					Paper cover.	Cloth cover.
Book	I.	..	80 pages	..	8d.	1/-
"	II.	..	96 "	..	9d.	1/1
"	III.	..	112 "	..	10d.	1/3
"	IV.	..	112 "	..	10d.	1/3
"	V.	..	132 "	..	1/-	1/6

The CHILDREN'S CAMEOS of POETRY and PROSE

For Reading and Recitation in Schools

Short Gems of Prose and Poetry, each selected by virtue of its outstanding literary merit and its suitability for the purpose. Special permission has been accorded for the inclusion of copyright poems by some of the most famous writers of the present day. While avoiding hackneyed pieces, the selection includes the best of those with which every child should be familiar.

By W. J. GLOVER

Author of "The New English Books"

LIST OF SERIES.

		Paper cover	Cloth cover			Paper cover	Cloth cover
Book I	48 pages	6d.	9d.	Book VI	64 pages	7d.	11d.
Book II	48 "	6d.	9d.	Book VII	72 "	8d.	1/1
Book III	48 "	6d.	9d.	Book VIII	72 "	8d.	1/1
Book IV	48 "	6d.	9d.	Book IX	72 "	8d.	1/1
Book V	64 "	7d.	11d.				

GEORGE PHILIP & SON, Ltd., 32 Fleet Street, London, E.C.4

PHILIP, SON & NEPHEW, Ltd., 20 Church Street, Liverpool